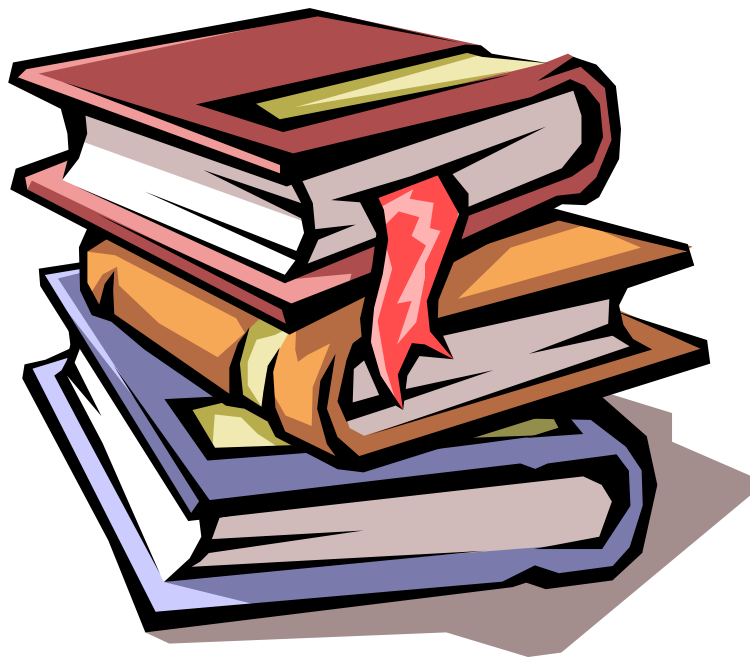


***Idella Bodie's  
Ghost Tour -  
A WRITER'S GUIDE  
with the Author***



**Teacher's Guide**



# ***Idella Bodie's Ghost Tour – A WRITER'S GUIDE with the Author***

***An instructional television series  
produced by  
Instructional Television,  
South Carolina Department of Education  
and ETV in SC  
(Equal Opportunity Employers)***

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**2006**

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# ***Idella Bodie's Ghost Tour - A WRITER'S GUIDE with the Author***

***“Idella Bodie's Ghost Tour – A WRITER'S GUIDE with the Author”*** is a production of the Office of Instructional Television for the State Department of Education with South Carolina ETV. Idella Bodie offers students and teachers a personal view of the writing process. A native of Ridge Spring now living in Aiken, South Carolina, Mrs. Bodie shares her love of reading and writing that began as a small child. A former English and creative writing teacher, it is evident that she enjoys sharing the creative process with students. Writing her first book after the age of forty, her fictional characters come to life in Southern settings among familiar landmarks. Through her own book, The Mystery of the Pirate's Treasure, Mrs. Bodie guides the student in her step-by-step process of bringing a story to life.

## **Guide Components:**

- Key Focus Points
- Classroom Activities
- Books by the Author
- Selected Internet Resources
- South Carolina Curriculum Standards

## **Grade Level:**

4-6

## **Description and Key Focus Points:**

When writing books, Idella Bodie thinks of children and writes what she believes they would like to read.

- Think like a writer!
- Research
  - Observe, listen, smell, take notes
  - Get ready to write
    - Visit location of story
    - Read brochures about the area
- Create Characters
  - Main character
    - Introduce to reader at the beginning of story
    - Doer; must have goal or problem
    - Changes from the beginning of the story
    - Name should fit your character
  - Keep adults/parents in background

- Setting
  - Stage for characters
  - Introduce to reader at the beginning of story
    - Scenes come and go through the story
  - Show (“showing”) the reader by:
    - Sights
    - Sounds
    - Smell
    - Touch
    - Taste
  - Paint with words using action verbs
- Plotting – Plot is a plan.
  - Brainstorm
  - Know what’s going to happen
  - Put in best order for the story
  - Outline
- Conflict
  - Most important word in good writing
  - Antagonist
    - Works against the “good guy” - protagonist
  - Protagonist
    - Shows the whole book through his/her “point of view”
- Good writing includes:
  - Rule of 3
    - Three times the reader should worry/think
  - Opening story in first sentence with main character, setting, and problem
  - Thinking like a writer
    - Listen
    - Watch
    - Pay attention to mannerisms
  - Enjoy your story!

### **Teacher Supplement:**

The program concludes with an interview of the author by Martha Alewine. During the interview, Idella Bodie discusses her motivation to become a writer stressing several important features of the craft of children’s literature.

- Voice – making fiction come alive
- Simple plot – few characters
- Research – use same resources students use
- “Point of View” important throughout story
- Write and enter contests
- Keep journals and diaries

**GOOD READERS ARE GOOD WRITERS!**

**Classroom Activities:**

Refer to the South Carolina Reading Initiative for classroom techniques and suggestions for connecting your students with writing.

- Read-Alouds: Take a few minutes each day to read aloud to students in the classroom sharing a variety of literature.
- Journals: Each student should maintain a journal writing in it for a designated period of time each day. Journals may be shared with others.
- Research: Allow students the time and resources to research background information for setting and character development.
- Writer's Workshop: Keep a writing notebook of ideas and characters for stories. Also included in the notebook should be incomplete and finished work.
- Author's Chair: Students share work with other students and the class in a supportive atmosphere.

## **Idella Bodie's Books and Resources**

Brave black patriots (Heroes and heroines of the American Revolution)

Carolina Girl: A Writer's Beginning

The Courageous Patriot (Heroes and Heroines of the American Revolution.)

The Fighting Gamecock (Bodie, Idella. Heroes and Heroines of the American Revolution.)

Ghost in the Capitol

Ghost Tales for Retelling

Heroines of the American Revolution (Bodie, Idella. Heroes and Heroines of the American Revolution.)

Heroes And Heroines Of The American Revolution Teacher's Guide (Bodie, Idella. Heroes and Heroines of the American Revolution.)

A Hunt for Life's Extras: The Story of Archibald Rutledge

Light-Horse Harry

The Man Who Loved the Flag

The Mystery of Edisto Island

The Mystery of the Pirate's Treasure

The Old Wagoner (Bodie, Idella. Heroes and Heroines of the American Revolution.)

Quaker Commander (Bodie, Idella. Heroes and Heroines of the American Revolution.)  
The Revolutionary Swamp Fox (Bodie, Idella. Heroes and Heroines of the American Revolution.)

Sacred Vision

The Secret Message (Heroes and Heroines of the American Revolution)

Secret of Telfair Inn

South Carolina Women

South Carolina women: They dared to lead

Spunky Revolutionary War Heroine (Heroes and Heroines of the Revolutionary War)

Stranded

Trouble at Star Fort

Whopper: A Novel

The Wizard Owl (Bodie, Idella. Heroes and Heroines of the American Revolution.)

## **Selected Internet Resources**

The Selected Internet Resources can be used both by the instructor and by students. Supervision of student use of Web sites is recommended. Other site resources are available. The sites were active at the time of publication.

Institute of Children's Literature

**[http://www.institutechildrenslit.com/rx/tr01/idella\\_bodie.shtml](http://www.institutechildrenslit.com/rx/tr01/idella_bodie.shtml)**

South Carolina Homegrown Literature – Idella Bodie

**<http://www.surfsc.com/scbooks/idellabodie.htm>**

South Carolina Writer's Workshop

**<http://www.scwriters.com/>**

Christian Writers' Fellowship International

**<http://www.cwfi-online.org/totsteens.html>**

Southern LiterBeary Portraits

**<http://www.seirtec.org/gritsonline/gritzley1a.htm>**

**The State Department of Education offers resources for the teaching of writing.**

The Office of Curriculum and Standards provides statewide leadership and services to schools and districts in the area of English language arts. Some of the programs and initiatives include:

- [Exemplary Writing Program](#)
- [Governor's Institute of Reading](#)
- [Reading First](#)

# SOUTH CAROLINA ENGLISH LANGUAGE ARTS CURRICULUM STANDARDS

## Grade 4

<b>Writing Goal (W)</b>	The student will write for different <b>audiences</b> and <b>purposes</b> .
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### The Writing Process

4-W1 The student will apply a **process approach** to writing.

- 4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
- 4-W1.2 Demonstrate the ability to plan for **audience** and **purpose** and to generate drafts that use a logical progression of ideas to develop a specific topic.
- 4-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
- 4-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration**, **conferencing**, and **self-evaluation**.
- 4-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.
- 4-W1.6 Demonstrate the ability to write and publish in a variety of formats.
  - 4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
  - 4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.

### Writing Purposes

4-W2 The student will write for a variety of **purposes**.

- 4-W2.1 Demonstrate the ability to use writing to explain and inform.
- 4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.



## Grade 5

<b>Writing Goal (W)</b>	The student will write for different <b>audiences</b> and <b>purposes</b> .
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### The Writing Process

5-W1 The student will apply a **process approach** to writing.

5-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.

5-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and **purpose**.

5-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.

5-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration**, **conferencing**, and **self-evaluation**.

5-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, agreement, sentence **structure (syntax)**, and **word usage**.

5-W1.6 Demonstrate the ability to write and publish in a variety of formats.

5-W1.6.3 Begin writing essays, reports, articles, and proposals.

### Writing Purposes

5-W2 The student will write for a variety of **purposes**.

5-W2.1 Demonstrate the ability to use writing to explain and inform.

5-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.

## Grade 6

<b>Writing Goal (W)</b>	The student will write for different <b>audiences</b> and <b>purposes</b> .
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### The Writing Process

6-W1 The student will apply a **process approach** to writing.

- 6-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written **prewriting** strategies.
- 6-W1.2 Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific **audience** and **purpose**.
- 6-W1.3 Demonstrate the ability to develop an extended response around a **central idea**, using relevant supporting details.
- 6-W1.4 Demonstrate the ability to **revise** writing for clarity, sentence variety, precise vocabulary, and effective phrasing through **collaboration**, **conferencing**, and **self-evaluation**.
- 6-W1.5 Demonstrate the ability to **edit** for language conventions such as spelling, capitalization, punctuation, confusing words, agreement, sentence **structure** (**syntax**), and **word usage**.
- 6-W1.6 Demonstrate the ability to write and publish in a variety of formats.
  - 6-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.

### Writing Purposes

6-W2 The student will write for a variety of **purposes**.

- 6-W2.1 Demonstrate the ability to use writing to explain and inform.
- 6-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.